

PARCC MODEL CONTENT FRAMEWORKS

A COMPANION TO THE COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS/LITERACY:
KINDERGARTEN THROUGH GRADE 2

September 2014



Overview of the Kindergarten through Grade 2 Model Content Frameworks

The PARCC K-2 Model Content Frameworks are voluntary resources meant to be used as a companion to the Common Core State Standards to help educators and those developing aligned curricula and instructional materials. The frameworks help clarify the standards by illustrating how key content shifts from Kindergarten through Grade 2 coherently to Grade 3 and beyond. They also serve as an example of how teachers and curriculum writers may frame instruction using the standards across the academic year. The Model Content Frameworks are neither a curriculum nor a replacement to the standards. Rather, they ought to be used as a companion to the standards, and as a lens through which to analyze and build local curricula.

The Model Content Frameworks for Kindergarten through Grade 2—one for mathematics and one for English language arts — were developed by PARCC state representatives, educators, and experts in academic standards and early learning, instruction, and formative assessment. Public feedback from teachers across the United States helped to shape the final versions of the frameworks published here. Unlike their later-grade counterparts, the Model Content Frameworks for K-2 are not focused on connections to summative assessments. Rather, they are designed to support the development of classroom-level, non-summative tools like PARCC’s formative tasks and diagnostic assessments.

PARCC has released several prototype K-2 formative tasks which demonstrate concepts presented in these frameworks. PARCC plans to release new K-2 formative tasks to exemplify the standards, aligned to these Model Content Frameworks for K-2 in August, 2015.

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INTRODUCTION TO THE PARCC MODEL CONTENT FRAMEWORKS FOR ENGLISH LANGUAGE ARTS (ELA)/LITERACY: KINDERGARTEN THROUGH GRADE 2

Purpose of the Kindergarten through Grade 2 Model Content Frameworks for ELA/Literacy

As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing Kindergarten through Grade 2 Model Content Frameworks for English language arts (ELA)/literacy (K–2Model Content Frameworks) to serve as a bridge between the Common Core State Standards (CCSS) and the PARCC non-summative tools.

The K–2Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the CCSS in their states and districts. The K–2Model Content Frameworks illustrate one of a number of ways that the CCSS could be organized over the course of the school year and are designed with the following purposes in mind:

- guide the development of diagnostic tools and formative tasks that align to the CCSS and vertically align to the PARCC Assessment System;
- support the implementation of the CCSS;
- address areas of emphasis that develop the foundations for college and career readiness in early grades; and
- inform the development of item specifications and blueprints for the PARCC diagnostic and/or formative assessments in grades K–2.

Connections to the PARCC K–2 Formative Tasks and Grade 2 Diagnostic Tools

The PARCC K–2 formative tasks and grade 2 diagnostic tools will be designed to measure the knowledge, skills, and understandings that are essential for laying foundations of college and career readiness in the early years. In grades K–2, a range of formative performance tasks are being developed; these tasks are designed to be embedded in instruction and invisible to students. In grade 2, a diagnostic assessment will be available to schools beginning in 2015–2016.

The formative performance tasks in grades K–2 and the diagnostic tools for grade 2 will call on students to demonstrate a range of skills, including:

- *Fluency*¹. In grades 1–2, fluency passages will include both literature and informational texts, because the two text types present different demands for students. Teachers need to know how students perform when interacting with both genres, and students need the opportunity to

¹ For more information on the role and definition of fluency as referenced in the CCSS and PARCC's frameworks, see National Reading Panel (US), National Institute of Child Health, and Human Development (US). *Report of the national reading panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health, 2000.

discover how expression, prosody, and reading rates vary by text type.

- *Reading comprehension (including a range of literary and informational texts).* In grades K–2, students will be asked to comprehend a range of grade-level texts—ones they read and ones that are read to them—including texts from across the disciplines, including (but not limited to) the domains of ELA/literacy, science, history/social studies, and the arts. Both close reading and comparing and synthesizing ideas across texts will be expected on an appropriate level that meets the standards for the grade.
- *Vocabulary.* Because vocabulary is a critical component of reading comprehension, assessing students' abilities to determine words in context is a key component of the formative performance tasks for K–2. The standards have a particular focus on academic vocabulary, and the diagnostic tools for grade 2 will follow suit in maintaining that focus for assessment of student progress.
- *Writing.* In grades K–2, students will be asked to demonstrate emergent writing skills, which may include creating drawings, adding labels to their drawings, forming and recognizing letters, encoding spelling/sound patterns, and producing various types of sentence structures, as well as using other basic writing skills that will support effective development of linguistic repertoires needed to engage in the language and literacy practices called for by the CCSS. As a result, the formative performance tasks will include opportunities for students to respond to texts they read and to texts read aloud, through a combination of drawing, dictating, and writing. Writing in response to listening to text may include a combination of drawing and an emerging capability to communicate using letters to form words. In addition, this early emergent writing may include one or two letters to stand for a word, with a drawing to supplement the written forms.

Formative performance tasks for grades K–2 will also assess:

- *Speaking and listening.* Students will be asked to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills needed for working collaboratively, listening carefully to the ideas of others, and sharing insights gleaned from listening and reading.

The diagnostic tools for grade 2 will also assess:

- *Word-level reading foundational skills.* Because students differ widely in how much exposure and practice they need in order to master word-level foundational skills (i.e., phonemic awareness and phonics), outcomes of the diagnostic tools will vary, allowing for instruction to be differentiated in light of the results (e.g., good readers may need much less practice with some concepts than struggling readers). It is essential that every student be given access to the practice needed to gain a firm foundation in the skills that make independent reading comprehension viable.
- *Independent reading level.* The diagnostic tools will provide a means for estimating students' independent reading levels, for the purpose of helping students, teachers, and parents identify independent reading materials that are at an appropriate level of complexity. The measures used will be validated by current research methods. The assignment of a reading level will **not** be designed to be used as an excuse to limit student access and engagement with grade-level text.

The measures will be designed to assist in text selection for independent reading only, not as a valid indicator of a student's overall reading capacity. It is also important for curriculum designers and practitioners to realize that students will be able to independently read texts above their rated level on the provided measures if the students are interested in the topic and/or already have knowledge about the topic.

The importance of these skills is reflected in the emphases included in the K–2 Model Content Frameworks.

Structure of the K–2 Model Content Frameworks for ELA/Literacy

The Model Content Framework for each grade level is divided into sections:

1. Narrative Summary of ELA/Literacy Standards;
2. Model Content Framework Chart;
3. Key Terms and Concepts for ELA/Literacy Model Content Framework Chart;
4. A Brief Guide to Providing Effective, Standards-Aligned ELA/Literacy Learning Opportunities for Young Children;
5. Writing Standards Progressions between grades (grade 1 and 2 only); and
6. Speaking and Listening Standards Progressions between grades (grade 1 and 2 only).

As described in this section, the six sections capture the key emphases within the CCSS for reading, writing, speaking and listening, and language (including vocabulary) that are described in the previous section. These emphases reflect the research basis for the standards found in [Appendix A of the CCSS](#). Hence, the Model Content Framework for each grade serves as a useful bridge for teachers and others who want to create curriculum that reflects alignment to the standards while simultaneously preparing students for the PARCC Assessment System, which begins in grade 3.

Section 1: Narrative Summary of ELA/Literacy Standards

The first section highlights the crucial insights from the grade-level ELA/literacy standards. This succinct overview of the standards sets the stage for the following section, the Model Content Framework Chart.

Section 2: Model Content Framework Chart²

The second section presents a visual overview of the standards in a particular grade level, noting crucial reading and speaking and listening demands and writing emphases for instructional planning. The module chart (an example of which appears on the next page) offers a model of how the standards for a particular grade level could be organized into instructional modules to aid states and districts in developing instructional tools. As previously noted above, the K–2 Model Content Frameworks offer one way of organizing the standards—in this instance, into six modules. Equally successful models could be based around other school schedules.

The Model Content Framework Chart reflects the integrated nature of reading, writing, and speaking and listening (as illustrated by the arrows connecting them). Included among these are the foundational skills of reading that are necessary for unlocking the rewards that reading can deliver. Each module suggests

² The width of the box-columns included in the charts are not an indication of weighting.

both the numbers and types of texts that students read and analyze. Students then draw or write about these texts, either to express an opinion or to inform/explain. They may also use these texts as models or triggers for crafting imaginative narratives. In addition, a shared research task (or collaborative inquiry) appears in each module.

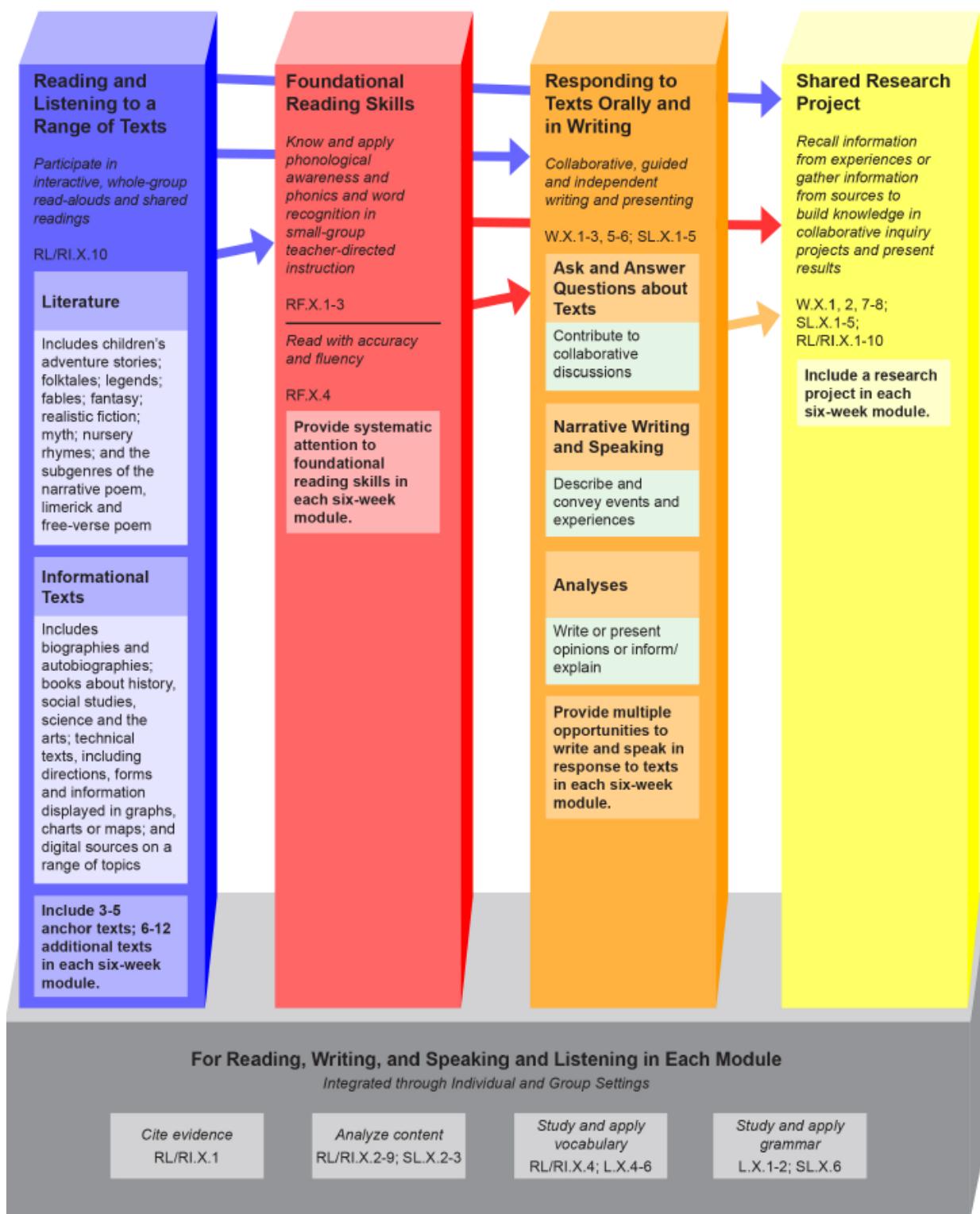
As indicated by the horizontal bar underneath the chart, the skills of reading, writing, and conducting shared research rest on a fundamental skill set that includes citing evidence, analyzing content, acquiring and applying vocabulary, and using correct grammar.

Lastly, it is important to note that the chart is meant to provide context for the standards ***but not to replace the standards themselves.***

Model Content Framework Chart Sample³

³ Module timeframes may vary based on the questions worth answering that govern the modules' Big Ideas/Essential Questions/topics/themes, student interest, and availability of material.

Model Content Framework Chart for a Six-Week Module



The K–2 Model Content Frameworks give educators the flexibility to shape the content within the modules to suit their desired purposes. (However, it is important to remember that the standards should not be mistaken for a curriculum.) What remains constant across all modules is the cultivation of students' literacy skills in general, as well as preparation for the increased literacy demands in later elementary grades as well as in the future PARCC assessments.⁴

Section 3: Key Terms and Concepts for ELA/Literacy Model Content Framework Chart

This section explains the elements that appear within the Model Content Framework Chart at each grade level. As previously noted, these elements not only play a key role within the standards but also reflect critical emphases that will be addressed within the PARCC Assessment System.

Reading and listening to a range of texts. The K–2 Model Content Frameworks highlight the importance of focusing on student access to a wide range of texts on a variety of topics and genres, to ensure that they have opportunities to read broadly and widely to build their knowledge, vocabulary, experience, and joy in reading. It is impossible to overstate the importance of students reading and listening to a large volume and variety of texts in order to build word and world knowledge from the earliest point possible. In the primary grades, listening and speaking play a special role in the development of early reading skills.

Reading a range of texts—including a regular complement of rich texts read aloud—necessitates a steady dose of regular close and careful reading. Read-alouds deserve special mention in K–2: Before students are able to read texts on their own, a wide-ranging, yet purposeful, curriculum of read-alouds in literature and the disciplines of history, art, and the sciences will provide students with access to worlds beyond their immediate reach.

In contrast to approaches used with more established readers, close reading with beginning readers can take place through several approaches, such as interactive, whole-group read-alouds and shared readings; small-group, teacher-led instruction; and student-to-student interactions and collaborative discussions. Close and careful reading stresses examining the meaning of a text, often through multiple readings. Directing student attention to the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences, the order in which sentences unfold, and the development of ideas and details over the course of the text, allowing students to arrive at an understanding of the text as a whole. Close listening experiences in kindergarten and grade 1 can lay a valuable foundation for the later development of close reading ability.

Reading a range of texts also encompasses the productive comparison and synthesis of ideas. Young readers use the meaning developed through the analysis of particular words, phrases, sentences, and paragraphs in one text to make connections to ideas in other texts. Once each source is read and understood, students can give attention to integrating information gained from what they have recently read (including information gained from read-alouds) with information from readings that they have previously encountered, as well as knowledge that they have previously acquired. This way, students can assimilate new textual information with their existing background knowledge and prior experiences to

⁴ It should be noted that while the modules articulate a baseline of essential knowledge and skills derived from the standards, they are not intended to limit the types of texts that educators may use.

assess how the text expands or challenges that knowledge and those experiences.

Each module in the K–2 Model Content Frameworks suggests that educators select at least three to five grade-level-appropriate anchor texts (works that can serve as the centerpiece for the unit of study and be used repeatedly over the course of a unit of instruction) for close reading, as well as several related additional texts on the same topic within a content area. Anchor texts must be rich in content, language, and organizational structure; some of these texts can and should be designed as texts to be read aloud and can therefore be substantially more complex than texts that students could read for themselves.

These texts may be related any number of ways: they may be conceptually or topically alike, be written by the same author, or display similar text structures or styles. It is important to note that systematically building knowledge on a topic can allow a teacher to integrate content learning and reading instruction. Given the shortage of instructional time for all learning, one primary goal in selecting related texts is to build student knowledge and deepen understanding of the topic or theme of the anchor text.⁵ Reading deeply on a topic to explore a Big Idea and/or Essential Question also has the positive result of increasing students' academic vocabulary for specific content areas, as topic familiarity frees them up to understand more abstract words and content knowledge. In regard to selecting texts to read, the standards require that texts include content from across the disciplines and reach into higher bands in terms of text complexity demands placed on students' aural comprehension. In alignment with the standards, and to acknowledge the range of students' interests and learning needs, these materials need to include approximately 50 percent informational texts and approximately 50 percent literary text. Thus, texts may be selected across, for example, literature, mathematics, social studies, science, fine arts, and physical education, and may be framed by common themes and/or concepts.

Not all text warrants close reading with teacher supports. Close reading needs to be accompanied by other essential practices that are vital to reading development. Volume of reading, for instance, is key for expanding students' vocabularies and knowledge about the world. That means that it is vital for reading development to include regular independent reading based on individual choice—but also teacher choice to bolster students' understanding of topics or texts under study. In both cases, texts that either systematically build on students' previous knowledge bases or capitalize on students' particular interests in the subject matter will support students in reading such texts independently with less assistance from the teacher. Classrooms and school libraries that provide a wide array of texts encourage students to independently read texts of their own choosing, during and outside of the school day. Text sets that are gradated (gradually increasing in difficulty) are especially helpful. In general, texts gradually increase in complexity, both within a module and across the school year. Following this design principle with care will allow students to build knowledge from independent reading. (For more information, see [Appendix A of the CCSS](#) and the [PARCC Complexity Worksheets for Information and Literacy](#))

Foundational reading skills. Young readers must be able to understand and learn from what they read and to express such knowledge clearly through speaking and writing about text. This cannot happen unless they achieve the ability to read grade-level text with fluency. The standards—based on a substantial body

⁵ The sample series of texts regarding "The Human Body" that is provided on page 33 of the Common Core State Standards offers an example of selecting texts to build knowledge coherently within and across grades. It includes both grade level texts and read aloud texts that illustrate the quality and complexity of student reading in the standards. See National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers, *Common Core State Standards* (Washington, DC: NGA Center, 2010). Accessible at: <http://www.corestandards.org/>.

of research—identify the full range of foundational reading skills to ensure that students are able to read well. Once students are able to read well, they can reap the lifelong benefits from grade-level instruction across the disciplines. The foundational standards are a means to an end, necessary and vital. Meaning-making is the end goal of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. ***The standards are clear that foundational skills are introduced, developed, and obtained alongside the ELA/literacy standards, not in isolation or prior to them.*** Hence, the K–2 Model Content Frameworks address the standards' expectation that students in K–2 acquire and develop an understanding of phonics and word analysis skills and build their fluency through systematic attention to these foundational skills.

Responding to texts orally and in writing. The K–2 Model Content Frameworks reflect the standards' emphasis that students must develop the ability to respond effectively and proficiently to texts as a means of self-expression and exploration, as well as to communicate their thinking. (In kindergarten and even into grade 1, “writing” can mean a combination of drawing, dictating, and writing.) Expressing ideas and feelings that draw on students' experience and imagination is given some prominence in early grades, but the standards (and therefore the K–2 Model Content Frameworks) also focus on sharing opinions or informational pieces that analyze stories and texts (including sharing findings about research that students have performed collaboratively).

Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing well, and research shows that oral language competence is strongly predictive of the ease with which students learn to read and write. Additionally, some students may benefit by first responding to text through broader modes of communication and multiple experiences involving appropriate use of concrete objects, drama, songs, art, or technology. Teachers can then layer alphabetic and symbolic communication systems on these concrete foundations to effectively guide students toward the targets outlined in the standards. The K–2 Model Content Frameworks reinforce habits of mind (that is, “practices”⁶) that aid in the mastery of the printed word, and directly target speaking and listening skills in a purposeful and systematic way. They direct students to learn how to participate effectively in real, substantive discussions around topics they are studying and texts they are reading—or listening to—so as to provide them with opportunities to build their confidence and extend their knowledge about a text by connecting their ideas with those of others through reporting their findings.

Studies show that learning to present important information in an organized, cohesive piece of writing or speaking helps students generate a deeper understanding of a text.⁷ Indeed, whether taking notes or answering questions about a text, students improve both their reading comprehension and writing and

⁶ Standards for Mathematical Practice were first developed for the CCSS in Mathematics (NGA Center and CCSSO, 2010), then for the Next Generation Science Standards (NGSS, 2012) and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History* (NCSS, 2013). See NGSS Lead States, *Next Generation Science Standards: For States, By States* (Washington, DC: The National Academies Press, 2013). Accessible at: <http://www.nextgenscience.org/>. ELA “Practices” were developed for the ELPD Framework (CCSSO, 2012) by CCSS for ELA co-author Susan Pimentel, but are not found in the original CCSS for ELA. See Council of Chief State School Officers, *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards* (Washington, DC: CCSSO, 2012). Accessible at: <http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf>.

⁷ Graham, S., and Hebert, M. A., *Writing to Read: Evidence for How Writing Can Improve Reading. A Report from Carnegie Corporation of New York* (Washington, DC: Alliance for Excellent Education, 2010).

speaking skills. Thus, each module includes multiple opportunities to write and speak in response to teacher-directed prompts that encourage students to answer questions and even to brainstorm ideas—the types of communication that are critical for improving reading comprehension as well as for building writing and speaking skills. In alignment with the standards and to acknowledge the range of students' interests and learning needs, students should have opportunities to write for a range of purposes.

Shared research project. The K–2 Model Content Frameworks give special prominence to collaborative inquiry projects during the primary years, reflecting the deep connection that research has to building and integrating knowledge while developing expertise on various topics. When possible, research, as defined by the standards, is designed to have students engage in first-hand (e.g., field trips) and text-based (e.g., read-alouds) related experiences, gather and discuss information (e.g., learn from and share various experiences with connections to the Speaking and Listening standards), and participate in group interactive writing activities in which students dictate their knowledge and understanding to form brief notes about what was learned. Thus, the shared research project may be a valuable element to include in a curriculum scope and sequence or instructional plan, since it provides students with opportunities to explore and apply in greater depth the knowledge, practices, language demands, and literacy skills that are specific to particular content areas, and provides teachers with opportunities to differentiate the curriculum based on student needs and interests.

For reading, writing, and listening and speaking in each module. Lastly, each module includes an explanation of the knowledge and skills (from citing evidence and analyzing content to applying new skills in grammar) that connect and support the standards related to reading, writing, and speaking and listening. As demonstrated in the standards, each of these skills is essential when reading, writing, and speaking about texts. As well, the standards call for all strands of ELA/literacy (reading, writing, speaking and listening, and language) to be integrated.

Cite evidence and analyze content. The reading and writing standards highlighted within the K–2 Model Content Frameworks stress that students—even in the earliest years of elementary school—need to think about what they have read or listened to and then be able to ask and answer questions using details from a range of different types of texts from across the disciplines. Text-based questions engage students to attend to the particular dimensions, ideas, and specifics that illuminate each text. For example, depending on the text, students may be asked to determine the main topic, how characters respond to challenges, the significance of the illustrations and images, or the meaning of words and phrases.

Study and apply vocabulary. The K–2 Model Content Frameworks encourage a systematic and extensive approach to teaching academic vocabulary in context, giving students a sense of the connections and patterns in language and providing them with opportunities to acquire word meanings through reading and listening as well as through writing and speaking.⁸ This approach will build students' curiosity about and awareness of words, which will carry over to independent reading. As previously discussed, the most efficient way to grow all students' vocabularies is for them to read

⁸ Reflecting the latest research in vocabulary instruction, the standards divide words into three tiers: everyday words such as “boat” and “red” (Tier 1), academic words such as “principle” and “courage” (Tier 2), and domain-specific terminology such as “photosynthesis” (Tier 3). While Tier 1 words are implicitly learned by students, and Tier 3 words are terms specific to a discipline and thus typically defined within texts, Tier 2 words provide the critical word knowledge needed for understanding all types of texts. See Appendix A of the CCSS for a more extensive explanation of the research behind vocabulary acquisition.

(and have read to them) a wide range of rich and appropriately complex texts, especially when these texts are on the same topic or theme. Such reading is a major vehicle for enhancing students' vocabulary because most new-word learning takes place in the context of understanding and expressing ideas about subject matter. Students learn words very quickly at these ages. Many concrete words (e.g., "forest," "enormous") in texts at these grade levels can be taught quickly in the course of read-alouds in science, social studies, and the arts; other, more abstract words (e.g., "pleasant," "stroll") will require more focused attention. The standards ask students to consider how words are being used in the text, think through multiple meanings of common words, examine shades of meaning of words that overlap semantically, and choose words carefully to express ideas. Through emphasis on academic vocabulary, or Tier 2 words, students will build fluency, improve reading comprehension, be more prepared to access a wide range of complex texts, and learn to pay attention to the impact of specific word choices that suggest feelings or appeal to the senses.⁹

Study and apply grammar. The K–2 Model Content Frameworks reflect the standards' expectation that students will begin to build a strong command of the grammar and usage of spoken and written academic English through extensive practice.¹⁰ For students in grades K–2, the focus is on learning to notice sentence types and meaningful word parts (such as prefixes, suffixes, and inflectional and comparative endings) as well as on becoming increasingly aware of the relationship between word form and word meaning.

Section 4: A Brief Guide to Providing Effective, Standards-Aligned ELA/Literacy Learning Opportunities for Young Children

Included in this section are some key ideas and understandings that will help guide the use of the K–2 Model Content Frameworks. They are meant to provide a lens for planning an effective teaching and learning environment and to support the overall curriculum and development of the young child. The K–2 Model Content Frameworks are designed to support all students, including students with disabilities and English language learners, in meeting the high expectations of the standards.

Planning for effective teaching and learning environments in K–2 should address the unique developmental needs of young students. Literacy foundations should be developed through concrete objects, multiple hands-on experiences, drama, songs, art, and appropriate use of multimedia. Teachers can then integrate alphabetic and symbolic communication with these concrete foundations to effectively guide students toward the targets outlined in the standards. **Meaningfully connected reading, writing, speaking, and listening activities, rather than decontextualized paper/pencil activities (e.g., worksheets), should dominate daily instruction in K–2.**

Young students' participation in literacy experiences with adults and peers plays a key role in shaping what they learn about literacy and the kinds of composing they do. During instruction, teachers may provide

⁹ National Institute of Child Health and Human Development, *Report of the National Reading Panel. Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, NIH Publication No. 00-4769 (Washington, DC: U.S. Government Printing Office, 2000).

¹⁰ Weaver, C., Bush, J., Anderson, J., and Bills, P., "Grammar Intertwined Throughout the Writing Process: An 'Inch Wide and a Mile Deep,'" *English Teaching: Practice and Critique*, 5(1) (2000), 77–101.

scaffolding and guidance to model effective practice and support student participation in lessons and activities, as needed. Ongoing formative assessment is an effective tool for identifying next steps for instruction and student progress in relation to the standards.¹¹

The core ideas behind providing effective, standards-aligned ELA/literacy learning opportunities for K–2 students are:

- *Implementing an integrated model of literacy, with effective use of multiple and broad modes of representation, expression, and engagement.* Teachers can connect to, reinforce, and deepen young learners' listening, speaking, reading, and writing development and better support diverse learners' access to instruction through use of active, hands-on, multidimensional, multimodal learning; **decontextualized paper/pencil activities should not dominate daily instruction.**
- *Focusing on inquiry-based instruction.* Both the CCSS for ELA/literacy—listening, speaking, reading and writing—and the content goals related to topics under study should be integrated. Strategies for teaching and learning should extend to all aspects of the curriculum—including mathematics, science, fine arts, world languages, physical education, and health—in ways that are relevant and appropriate.
- *Use of instructional scaffolding with prompting and support.* Teachers make use of scaffolding, which involves teacher modeling of desired language and literacy processes; opportunities for teachers and students to engage in the same processes collaboratively with prompting and support; and opportunities for students to engage in the processes independently, with prompting and support where needed.
- *Effective use of prompting and support.* Through the use of questioning, offering suggestions for ideas and language use, and reminding students about previously discussed and demonstrated strategies, teachers provide appropriate and differentiated prompting and support in order to help children develop confidence in their abilities to work independently.

Section 5 and 6: Writing and Speaking and Listening Standards Progressions

The fifth and final section of the Model Content Frameworks for grades 1 and 2 includes two standards progression charts for each grade level: a Writing Standards Progression and a Speaking and Listening Standards Progression. The charts trace (in side-by-side fashion) the changes to the standards between the previous and current grade levels. Each row of the chart is devoted to highlighting the shifts in a single standard. Below is a sample of an overview chart for Writing Standard 1 in kindergarten and grade 1.

¹¹ Riley-Ayers, S. (2014). Formative assessment: Guidance for early childhood policymakers (CEELO Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Grade K, Standard 1 (W.K.1)	Grade 1, Standard 1 (W.1.1)
<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>

Conclusion

Guided by the aforementioned considerations, the Model Content Frameworks provided in this document present the standards in an integrated fashion that will be useful for curriculum developers and teachers alike, while providing insight and guidance for the development of the PARCC K–2 formative tasks and grade 2 diagnostic that are a part of the PARCC Assessment System. By systematically weaving together the standards into modules that progressively develop student understanding from kindergarten through grade 2, the K–2 Model Content Frameworks reflect the key shifts in the CCSS. The frameworks offer one way of envisioning how to emphasize the critical advances in the standards by focusing on essential knowledge and skills that students must develop to build a foundation for college and career readiness.¹²

¹² The key shifts in the standards include (1) regular practice with complex texts and their academic language; (2) reading, writing, speaking, and listening grounded in evidence from texts, literary and informational; and (3) building knowledge through content-rich nonfiction.

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR KINDERGARTEN

Overview

The PARCC K–2 Model Content Frameworks are designed to help:

- guide the development of diagnostic tools and formative tasks that align to the CCSS and vertically align to the PARCC Assessment System;
- support the implementation of the CCSS;
- address areas of emphasis that develop college and career readiness in early grades; and
- inform the development of item specifications and blueprints for the PARCC diagnostic and/or formative assessments in grades K–2.

They serve as a supportive structure for linking the CCSS and the PARCC non-summative tools and as a voluntary resource for those responsible for the development and implementation of instruction and curriculum.

The K–2 Model Content Frameworks focus on early literacy development, both as a cohesive period of learning and teaching and as part of a continuum of development extending through grades 3–11.

More information about the development of the K–2 Model Content Frameworks and suggestions for their use can be found on PARCC's [website](#).

Narrative Summary of ELA/Literacy Standards for Kindergarten

Kindergarten is viewed as a critical time for establishing the goals set forth in the Standards for Reading Literature and Informational Text. This pivotal year, between preschool and grade 1, provides the foundation upon which children learn, retain, and further develop skills and understandings upon which they build mastery throughout the grades. At the kindergarten level, children actively engage in group and individual reading activities with purpose and understanding (RL/RI.K–10). With prompting and support, they ask and answer questions about key details in a text (RL/RI.K–1). They retell familiar stories and identify characters, settings, and major events in a story, and identify basic similarities and differences between two texts on the same topic. The [Standards for Reading Literature](#) (RL.K.1–10) and [Standards for Reading Informational Text](#) (RI.K.1–10) offer detailed expectations for kindergarten.

During the kindergarten year, children begin to develop an awareness of the skills described in the Standards for Reading: Foundational Skills. For example, with prompting and support, they demonstrate their understanding of basic concepts of print. They begin to develop an increasing awareness of and competence in the use of the grade-level phonics and word recognition skills necessary to become readers with sufficient accuracy and fluency to support comprehension (RF.K.1–4). The [Standards for Reading: Foundational Skills](#) (RF.K.1–4) offer additional information regarding expectations for kindergarten.

The language arts—listening, speaking, reading, and writing—are integrated and supported as kindergarten children participate (with instructional prompting and support) in collaborative conversations about topics and texts in ways that are elaborated in the Standards for Speaking and

Listening. Students learn to follow agreed-upon rules for discussion (SL.K.1); ask and answer questions in order to seek help, get information, or clarify something that is not understood (SL.K.3); and speak audibly and express thoughts, feelings and ideas clearly (SL.K.6). The [Standards for Speaking and Listening](#) (SL.K.1–6) offer detailed expectations for kindergarten.

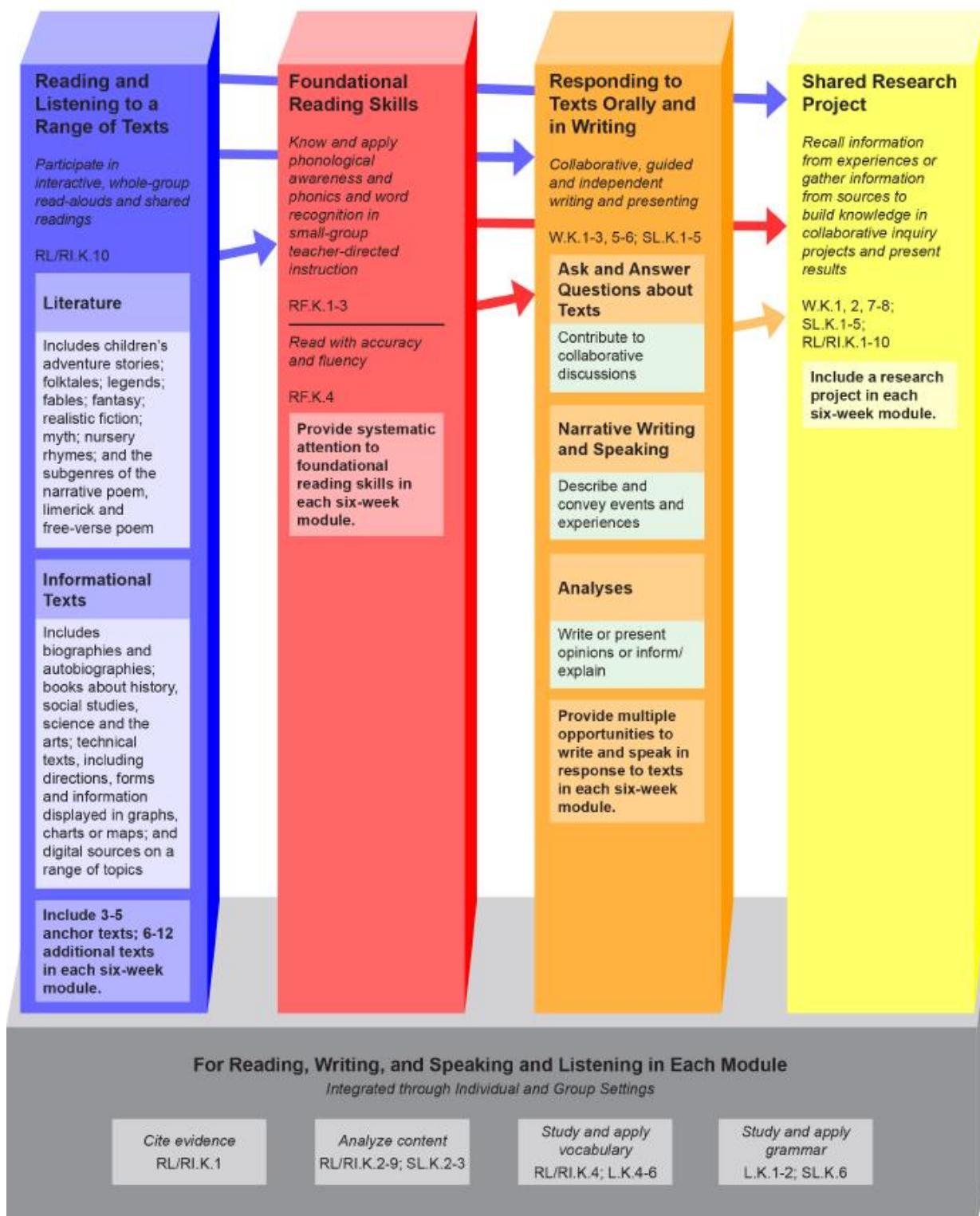
The Writing Standards offer kindergarten children an opportunity to focus on writing as a form of communication. With guidance and support from adults, children at this level are expected to use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (W.K–1). They use a combination of drawing, labeling, dictating and writing to recall information from experiences or gather information from provided sources to answer a question (W.K–8). They also write narratives (W.K–3). Much of the writing is done collaboratively with an adult acting as scribe. The [Standards for Writing](#) (W. K.1–8) offer detailed expectations for kindergarten.

The Language Standards at the kindergarten level include the expectation that students demonstrate increasing command of the conventions of standard English grammar and usage when writing or speaking (L.K.10). Vocabulary development is a particular focus at this level, including the acquisition of ***basic words*** used in everyday speech and ***academic language*** that transcends specific topics and supports the general ability to communicate, as well as ***content-specific words*** that support background knowledge learned through content under study, including inquiry projects. With guidance and support, children at this level explore word relationships and nuances of meaning (L.K.5). The [Standards for Language](#) (L.K.1–6) offer detailed expectations for kindergarten.

Model Content Framework Chart for Kindergarten¹³

¹³ Module timeframes may vary based on the questions worth answering that govern the modules' Big Ideas/Essential Questions/topics/themes, student interest, and availability of material.

Model Content Framework Chart for a Six-Week Module



Key Terms and Concepts for Kindergarten ELA/Literacy Model Content Framework Chart

Reading and Listening to a Range of Texts

Exposing students to grade-level texts of appropriate complexity is a key element of each module. Text complexity refers to the levels of meaning contained in a text, its structure, the level at which the conventions of language are used, and the knowledge demands placed on the reader. In kindergarten, exposure to texts includes (1) listening and responding to texts read aloud; (2) collaborative/interactive reading experiences that may involve the use of enlarged texts or charts that allow students to observe the text as it is being read aloud to them and to engage in an interactive manner throughout; (3) teacher-directed instruction, which involves teacher-led, focused instruction in small groups; (4) independent reading, which includes self-selected texts as well as those recommended by teachers; and (5) writing in response to listening to complex texts, which may include a combination of drawing and an emerging capability to communicate using letters to form words. Emergent writing may include one or two letters to stand for a word, with a drawing to supplement the written forms.

In kindergarten, exposure to texts includes: (1) listening and responding to texts read aloud; (2) collaborative/interactive reading experiences that may involve the use of enlarged texts or charts that allow students to observe the text as it is being read aloud to them and to engage in an interactive manner throughout; (3) teacher-directed instruction, which involves teacher-led, focused instruction in small groups; (4) independent reading, which includes self-selected texts as well as those recommended by teachers; and (5) writing in response to listening to complex texts, which may include a combination of drawing and an emerging capability to communicate using letters to form words.

As with all levels of instruction, kindergarten teachers must attend to the range of competencies across any given group. For example, for some kindergarten children, independent reading may include browsing through a book of interest and “pretend reading” of books previously read aloud by an adult. For more advanced students, however, it can involve the comprehension of readily accessible texts, sometimes categorized as decodable texts. More advanced students may also apply their knowledge of sound/letter relationships to use invented spelling to write word and sentence fragments and/or complete words and sentences to communicate.

Modules are intended to reflect a range of text types and genres with which students are expected to engage or read independently in ELA, science, social studies, mathematics, the arts, health, physical education, and so on. The selection of texts should be determined by their intended use and should include a variety of formats: enlarged texts used for collaborative reading activities, picture books, and chapter books, as well as books containing short stories and informational texts. Charts and other forms of graphics represent additional forms of text with which children should become familiar. The CCSS suggest selection from the range of genres listed below for K–2:

- *Literature* includes age-appropriate adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, drama, nursery rhymes, narrative poems, limericks, and free verse. Special attention would be given to similar standards and skills across multiple genres (CCSS, p. 31).
- *Informational texts* include biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics written for a broad audience. Special attention would be given to texts that support content under study (CCSS, p. 31).

An anchor text is a text used repeatedly (over the course of a unit of instruction) to demonstrate and model reading skills and strategies; this text may also be used to allow students to explore Big Ideas and/or Essential Questions to acquire content knowledge. In kindergarten, an anchor text may be a chapter book read aloud over a period of time, a comprehensive informational book that is focused on a topic under study, or a pair of theme-related picture books (text set) that are read aloud, discussed, and revisited as a resource for inquiry-related activities. Opportunities for children to read independently and/or collaboratively should be provided. With instructional support, students would perform a close (teacher-led/guided) analytic listening/reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce, ***both collaboratively and independently***, written work aligned with the standards.

Three to five anchor texts. The anchor text must be rich enough in content, language, and organizational structure to allow for demonstration of multiple standards for the given grade level. By listening to a text read aloud, reading it independently, and revisiting that same text, the students “lock in” and develop securely held understanding of not only the anchor text under study, but also how to read and understand texts like the anchor text. With rereading of the anchor texts, students acquire vocabulary and learn to see patterns of language that appear in the chosen anchor texts. Over the course of the academic year, by varying the anchor text types used for instruction, teachers allow students to gain understandings of genre, text structures, and language conventions, and thus are able to meet the demands of RL/RI.K.10, which speak to the range of reading and level of text complexity at the kindergarten level.

Six to twelve additional texts from across the curriculum. Selections would include short texts that support curriculum goals. The texts should be of the appropriate complexity for kindergarten-level, teacher-led close reading activities that allow students to actively engage in group and independent reading with purpose and understanding. Coherence within the curriculum as a whole can be supported through the inclusion of additional texts that complement the anchor text, by focusing instruction on similar standards and skills across multiple genres, and by supporting student experiences with similar text genres, structures, and vocabulary to that introduced by the anchor texts. When choosing additional texts, consideration may be given to the added benefit of selecting informational texts that build the background knowledge needed to read and comprehend topics under study. Texts would be distributed across the six-week estimated time for each module.

Foundational Reading Skills

The teaching of foundational skills is critical to the development of proficient readers with the capacity to comprehend texts across a range of types and disciplines.

In each module, foundational reading skills may be taught directly within a research-based, grade-appropriate program. However, students are expected to go beyond a knowledge of the skills to demonstrate grade-appropriate application of the skills in their attempts to construct meaning with texts. Kindergarten students are expected, with guidance and support, to use the following foundational reading skills to engage in standards-aligned literacy activities across the curriculum (e.g., literature, science, social studies, mathematics, the arts, physical education):

Print concepts. Students should demonstrate understanding of the organization and basic features of print (RF.K.1).

Phonological awareness. Students should demonstrate understanding of spoken words, syllables, and sounds (phonemes) (RF.K.2).

Decode words. Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.K.3).

Read fluently. Students should be able to read emergent-reader texts with purpose and understanding (RF.K.4).

Responding to Texts Orally and in Writing

At the kindergarten level, students should engage in a range of collaborative discussions (one-on-one, small-group, and teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion (SL.K.1). In kindergarten, students often express their meanings by weaving together writing, drawing, talk, and dramatic play as they combine and move between symbolic and alphabetic sign systems. Additionally, some students may benefit by first responding to text through broader modes of communication and multiple experiences involving appropriate use of concrete objects, drama, songs, art, or technology. Teachers can then layer alphabetic and symbolic communication systems on these concrete foundations to effectively guide students toward the targets outlined in the standards. Writing in response to listening to complex text may include a combination of drawing and an emerging capability to communicate using letters to form words. Emergent writing may include one or two letters to stand for a word, with a drawing to supplement the written forms. Students should also be given regular opportunities to describe familiar people, places, things, and events, and, with prompting and support, provide additional details, speaking clearly, at an appropriate pace (SL.K.4–6). They are expected to engage in a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory pieces, and narrative texts. Writing may be a group collaborative effort with an adult acting as scribe. An equal balance of opportunities to participate in all three types of writing, either as part of a group effort or as an individual, is encouraged and should be provided. For example, students may write opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., “My favorite book is . . . , because . . . ”) (W.K.1–3).

Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, in all three areas of writing, is necessary to encourage and support increasing independence at this level.

Writing opportunities. At the kindergarten level, writing consists of shared or collaborative writing in which children dictate their knowledge and ideas about a topic under discussion. Their comments are then written down by the teacher in a form (chart, chalkboard, whiteboard, etc.) that serves as a

model/demonstration of written communication and is readily seen by all. For many students, this shared experience serves as a bridge to independent writing. In addition, kindergarten students should have daily opportunities to write on their own as they move through emergent and early stages of writing. This includes writing to prompts or text-dependent questions, as well as generating their own ideas for writing (e.g., journal writing). While some students may enter school able to write conventionally, others may be at a pre-emergent stage of writing. Kindergarten students' writing may include sketching, labeling, scribbling, or incorporating strings of letters into their writing. As their skills increase, their writing should reveal their growing alphabetic knowledge and, over time, more successful attempts at conventional spelling as part of their attempts to communicate through writing. Shared, collaborative, and independent writing experiences nurture students' development as writers. Research has shown that children in this age group approach writing by connecting it with their play, whether as part of learning centers, during individual and group activities, or through the use of digital media.

At least two analyses (opinion or informative/explanatory) per module. By the end of kindergarten, students should be able to ask and answer questions about key details in a text (RL/RI.K.1) and to use a combination of drawing, dictating, and writing to compose both opinion and informative/explanatory writing to either name their opinion or preference or to name the topic and some information (W.K.1–2), as well as to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling and standard English grammar and usage when writing or speaking (L.K.1–2). Responses will vary in length, based on the questions asked and task performed, from answering brief questions to crafting longer responses, both collaboratively and independently. With guidance and support from adults, over the course of a year, students should have opportunities to participate in inquiry projects in which they recall information from experiences or gather information from provided sources to answer a question (W.K.8).

One or two narratives per module. At the kindergarten level, narrative writing offers students opportunities to recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, using a combination of drawing, dictating, and writing (W.K.3 and L.K.1–2).

Shared Research Project

Each module should include the opportunity for students to engage collaboratively in an extended project that uses inquiry-based research strategies to address a significant topic of interest. This task should entail engaging in first-hand and text-based related experiences, gathering and discussing information, and participating in group interactive writing activities in which students dictate their knowledge and understanding to form brief notes about what was learned (W.K.7–8). Through read-aloud and shared writing experiences that involve teacher modeling and student participation, students learn to integrate knowledge about a topic drawn from the texts used in the module and other related experiences. They learn to sort evidence into categories provided for them and to share what they learn individually and collaboratively in a variety of ways, including speaking and writing.

For Reading, Writing, and Speaking and Listening in Each Module

In each module, students are expected to take a close look at the texts that they encounter, through the lenses of the following skills rooted in the standards. At the kindergarten level, students are expected to engage in these activities with guidance and support.

Cite evidence. With prompting and support, kindergarten students should learn to ask and answer questions about key details in the text (RL/RI.K.1).

Analyze content. The content of each text should determine which standards (RL/RI.K.2–9 and SL.K.2–3) to target, allowing teachers to focus instruction and to ensure that all the standards have been taught by the end of the year.

Study and apply vocabulary. To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given five to ten Tier 2 academic words per week taken from texts read and discussed (L.K.4–6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Study and apply grammar. While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.K.1–2.

A Brief Guide to Providing Effective, Standards-Aligned ELA/Literacy Learning Opportunities for Young Children in Kindergarten

Following are some key ideas and understandings that will help guide the use of the Model Content Framework for kindergarten. They are meant to provide a lens for planning an effective teaching and learning environment and to support the overall curriculum.

Language and Literacy Development and the Young Child

- Language and literacy development starts early in life and is highly correlated with overall school achievement.
- Oral language is the foundation for literacy development.
- Early literacy predictors include oral language, the alphabetic code, and knowledge about print.
- The K–2 years are critical in both building upon what children bring to the learning environment and supporting areas of need.
- All domains of a child's development—physical, social-emotional, cognitive, language, and literacy—are interrelated and interdependent.
- Background knowledge about the world is a key element in children's comprehension of what they read and what is read to them.
- Children's experiences with books and print greatly influence their ability to comprehend what is read to them and what they read independently.
- Storybook reading, both at home and at school, has a special role in young children's language and literacy development.
- Language and literacy learning is nurtured by responsive adults.
- Language and literacy learning is deeply rooted in a child's cultural surroundings and family communications patterns.

- Children are active participants in the processes of language and literacy development.

Effective, Standards-Aligned ELA/Literacy Learning Opportunities for Young Children

- *An integrated model of literacy, with effective use of multiple and broad modes of representation, expression, and engagement.* Teachers can connect to, reinforce, and deepen young learners' listening, speaking, reading, and writing development and better support diverse learners' access to instruction through use of active, hands-on, multidimensional, multimodal learning; **decontextualized paper/pencil activities should not dominate daily instruction.** The language arts—listening, speaking, reading, and writing—should be integrated with each other and across the curriculum. Students are asked to read and/or listen to texts read aloud and respond critically through discussion and in writing. Response may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers.
- *A focus on inquiry-based instruction.* Both the CCSS for ELA/literacy—listening, speaking, reading, and writing—and the content goals related to topics under study should be integrated. Virtually every instructional strategy included should lend itself to this goal. Children learn about their world as they engage in guided oral and written communication and are provided with systematic experiences and hands-on, concrete opportunities to systematically explore Big Ideas and/or Essential Questions to acquire content knowledge. Content of interest and importance is used to promote critical thinking, problem solving, and collaboration. Strategies for teaching and learning should extend to all aspects of the kindergarten curriculum—including mathematics, science, fine arts, world languages, physical education, and health—in ways that are relevant and appropriate.
- *Use of instructional scaffolding with prompting and support—a dynamic process.* Teachers make use of scaffolding, which involves (1) teacher modeling of desired language and literacy processes; (2) opportunities for teachers and students to engage in the same processes collaboratively with prompting and support; and (3) opportunities for students to engage in the processes independently, with prompting and support where needed.
- *Effective use of prompting and support.* Through the use of questioning, offering suggestions for ideas and language use, and reminding students about previously discussed and demonstrated strategies, teachers provide appropriate and differentiated prompting and support in order to help children develop confidence in their abilities to work independently. Prompting and support are used as children collaborate with the teacher in the processes/standards being addressed and as students make successive and increasingly more successful attempts to engage in the processes independently.

Using Formative Assessments to Differentiate Instruction and Provide Needed Intervention and Prevention

Formative assessments are designed to gauge progress in meeting the expectations outlined in the standards and are used to guide curricular and instructional decisions. Formative assessments are embedded in instruction; children are generally not aware that they are being assessed as the teacher and students interact in a normal fashion. Prompting and support strategies are fundamental tools for assessing and nurturing student development at the point of need during instruction.

The amount and duration of support needed is an excellent barometer for making decisions regarding differentiated instruction.

Formative assessment opportunities that are more formal provide teachers with the following types of information about student progress relative to the standards:

1. *The child in relationship to him/herself.* How is each child progressing, as an individual, over time?
2. *The child in relation to the group.* How is each child progressing relative to others in the group?
3. *The overall progress of the group.* In what areas or specific standards are most children doing well? What areas or specific strategies require more attention? In what ways might the instructional strategies currently in use be altered, or might other approaches and strategies be substituted, to improve learning?

Addressing the Needs of Learners with Special Needs: Prevention and Intervention

Collecting, analyzing, and making use of formative assessments with *all* children helps to inform and address special needs and circumstances. This is especially important during the early years, when prevention and intervention are crucial. Behaviors that might indicate physical problems, such as vision and hearing, or other problems, such as an inability to focus attention, as well as behaviors indicating that a child is functioning at an exceptionally advanced level, need to be documented and addressed. Documentation, together with research-based and/or evidence-based intervention or extensions at the classroom level, is a critical first step and serves to inform any referrals that might be made to specialists for consideration, should student behaviors and/or performances indicate that additional assessment may be prudent.

Addressing the Needs of English Language Learners

All of the points made in the preceding “Language and Literacy Development and the Young Child” section are applicable to English language learners (ELLs) and must be taken into consideration. In addition, teachers should keep in mind that:

- ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of English language proficiency level, all ELLs need access to challenging, grade-appropriate curriculum, instruction, and assessment
- Like all learners, ELLs vary widely in their range of abilities and background knowledge. ELL status, by definition, is temporary and transitional in nature.
- Classroom environments that are designed to reflect a respect for diverse cultures best support language development for all students.
- Gestures, pictures, and real-life objects help to support ELLs’ understanding during read-aloud activities and discussions about topics under study; scaffolding and other tiered supports should maintain the expectations of the standards and the literacy tasks; and oversimplification of text to which ELLs are exposed reduces ELLs’ opportunity to participate in the curriculum.
- Vocabulary instruction, especially that of academic vocabulary, may need special and increased emphasis, since these high-frequency words impact all areas of the curriculum and may be less familiar to ELLs.

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 1

Overview

The PARCC K–2 Model Content Frameworks are designed to help:

- guide the development of diagnostic tools and formative tasks that align to the CCSS and vertically align to the PARCC Assessment System;
- support the implementation of the CCSS;
- address areas of emphasis that develop college and career readiness in early grades; and
- inform the development of item specifications and blueprints for the PARCC diagnostic and/or formative assessments in grades K–2.

They serve as a supportive structure for linking the CCSS and the PARCC non-summative tools and as a voluntary resource for those responsible for the development and implementation of instruction and curriculum.

The K–2 Model Content Frameworks focus on early literacy development, both as a cohesive period of learning and teaching and as part of a continuum of development extending through grades 3–11.

More information about the development of the K–2 Model Content Frameworks and suggestions for their use can be found on PARCC's [website](#).

Narrative Summary of ELA/Literacy Standards for Grade 1

The grade 1 Standards for Reading Literature and Informational Texts call for students to read—with instructional prompting and support—a range of text, including prose, poetry, and informational texts of appropriate complexity for grade 1. Students are expected to ask and answer questions about key details in a text (RL/RI.1.1) and to retell key details of texts and demonstrate understanding of their central message, lesson, or main topic (RL/RI 1.2). They are also expected to describe characters, settings, and major events in a story (RL.1.3), and to describe the connections between two individuals, events, ideas, or pieces of information in a text (RI.1.3). The [Standards for Reading Literature](#) (RL.1.1–10) and [Standards for Reading Informational Text](#) (RI.1.1–10) offer detailed expectations for grade 1.

At the grade 1 level, children begin to master the decoding skills described in the Standards for Reading: Foundational Skills. Emphasis is placed on helping students to apply these skills in order to understand what they read and to engage in the process of communication through writing. Students use their emerging skills to demonstrate an understanding of the organization of basic features of print (RF.1.1). They demonstrate increasing awareness and competence in the use of grade-level phonics and word recognition skills that are necessary to read with sufficient accuracy and fluency to support comprehension (RF.1.3–4). The [Standards for Reading: Foundational Skills](#) (RF.1.1–4) offer detailed expectations for grade 1.

The entire spectrum of ELA/literacy development is integrated and supported as children in grade 1 participate in collaborative conversations about topics and texts in ways elaborated in the Standards for

Speaking and Listening. They learn to follow agreed-upon rules for discussion (SL.1.1). They ask and answer questions about key details in a text read aloud or information presented orally through other media (SL.1.2). They ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, and deepen understanding (SL.1.3). The [Standards for Speaking and Listening](#) (SL.1.1–6) offer detailed expectations for grade 1.

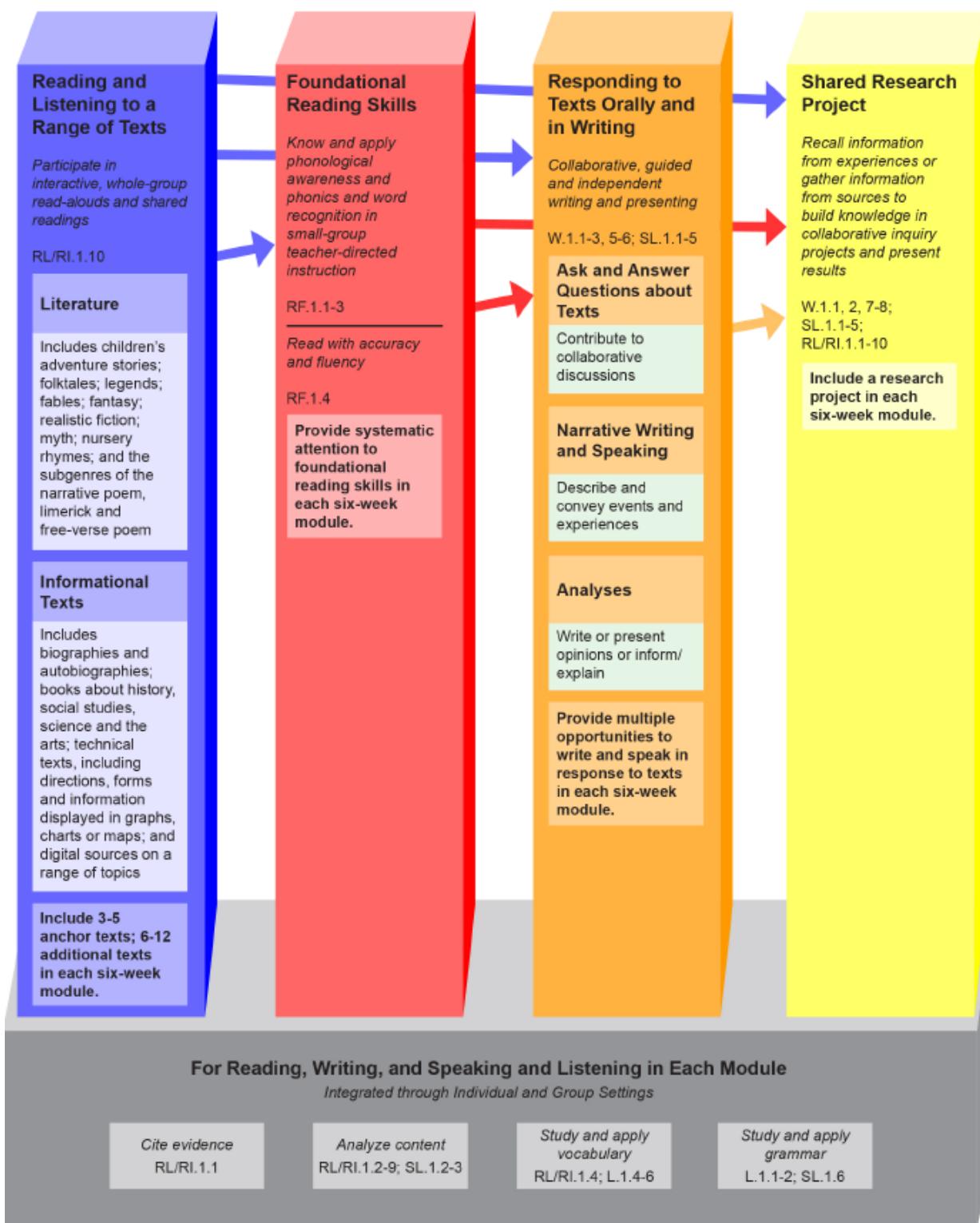
The Writing Standards at this level focus on helping students gain adequate mastery of several key skills and applications, ranging from vocabulary and syntax to the development and organization of ideas. Grade 1 students are expected to write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure (W.1.3). They write informative/explanatory texts as well as narratives (W.1.2–3). The [Standards for Writing](#) (W.1–8) offer detailed expectations for grade 1.

The grade 1 Language Standards call for students to demonstrate increasing command of the conventions of standard English grammar and usage when writing or speaking (L.1.1). As with reading and writing, attention to vocabulary development includes the acquisition of basic words used in everyday speech and academic language that transcends specific topics and supports the general ability to communicate, as well as content-specific words that support background knowledge learned through content under study, including inquiry projects. Students are expected to use words and phrases acquired through conversations, reading, and being read to, and through opportunities to respond to texts (L.1.6). The [Standards for Language](#) (L.1.1–6) offer detailed expectations for grade 1.

Model Content Framework Chart for Grade 1¹⁴

¹⁴ Module timeframes may vary based on the questions worth answering that govern the modules' Big Ideas/Essential Questions/topics/themes, student interest, and availability of material.

Model Content Framework Chart for a Six-Week Module



Key Terms and Concepts for Grade 1 ELA/Literacy Model Content Framework Chart

Reading and Listening to a Range of Texts

Exposing students to grade-level texts of appropriate complexity is a key element of each module. Text complexity refers to the levels of meaning contained in a text, its structure, the level at which the conventions of language are used, and the knowledge demands placed on the reader. At grade 1, exposure to complex texts includes (1) listening and responding to texts read aloud; (2) collaborative/interactive reading experiences that may involve the use of enlarged texts or charts that allow students to observe the text as it is being read aloud to them and to engage in an interactive manner throughout; (3) teacher-directed reading instruction, which involves teacher-led, focused instruction in small groups; (4) independent reading of self-selected texts read by individuals or partners, as well as those recommended by teachers; and (5) writing, which includes a combination of drawing and an emerging capability to form letters and words to communicate.

Modules are intended to reflect a range of text types and genres with which students are expected to engage or read independently in ELA, science, social studies, mathematics, the arts, health, physical education, and so on. The selection of texts should be determined by their intended use and should include a variety of formats: enlarged texts used for collaborative reading activities, picture books, and chapter books, as well as books containing short stories and informational texts. Charts and other forms of graphics represent additional forms of text with which children should become familiar. The CCSS suggest selection from the range of genres listed below for K–2:

- *Literature* includes age-appropriate adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, drama, nursery rhymes, narrative poems, limericks, and free verse. Special attention would be given to similar standards and skills across multiple genres (CCSS, p. 31).
- *Informational texts* include biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics written for a broad audience. Special attention would be given to texts that support content under study (CCSS, p. 31).

An anchor text is a text used repeatedly (over the course of a unit of instruction) to demonstrate and model reading skills and strategies; this text may also be used to allow students to explore Big Ideas and/or Essential Questions to acquire content knowledge. At the grade 1 level, an anchor text may be a chapter book read aloud over a period of time, a comprehensive informational book that is focused on a topic under study, or a pair of theme-related picture books (text set) that are read and revisited as a resource for inquiry-related activities. Anchor texts should be aligned with the complexity and range specifications of the standards. With instructional support, students would perform a close (teacher-led/guided) analytic listening/reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce, ***both collaboratively and independently***, written work aligned with the standards.

Three to five anchor texts. The anchor text must be rich enough in content, language, and organizational structure to allow for demonstration of multiple standards for the given grade level. By reading and revisiting the same text, the students “lock in” and develop securely held understanding

of not only the anchor text under study, but also how to read and understand texts similar to the anchor text. With rereading of the anchor texts, students acquire vocabulary and learn to see patterns of language that appear in the chosen anchor texts. Over the course of the academic year, by varying the anchor text types used for instruction, teachers allow students to gain understandings of genre, text structures, and language conventions, and thus are able to meet the demands of RL/RI.1.10, which speak to the range of reading and level of text complexity at this level.

Six to twelve additional texts from across the curriculum. Selections would include short texts that support curriculum goals. The texts should be of grade-appropriate complexity for close reading and should allow students to actively engage in group and independent reading activities with purpose and understanding. Coherence within the curriculum as a whole can be supported through the selection of texts that complement the anchor texts, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend topics under study. Texts should be distributed across the six-week estimated time for each module.

Foundational Reading Skills

In each module, foundational reading skills may be taught directly within a research-based, grade-appropriate program. However, students are expected to go beyond a knowledge of the skills to demonstrate grade-appropriate application of the skills in their attempts to construct meaning with texts. Grade 1 students are expected to use the foundational reading skills to engage in standards-aligned literacy activities across the curriculum (e.g., literature, science, social studies, mathematics, the arts, physical education).

Students are expected to recognize words and read with fluency through the lenses of the following foundational reading skills:

Print concepts. Students should demonstrate understanding of the organization and basic features of print (RF.1.1).

Phonological awareness. Students should demonstrate understanding of spoken words, syllables, and sounds (RF.1.2).

Phonics and word recognition: Students should apply their knowledge of grade-level phonics and word analysis skills in decoding words (RF.1.3).

Read fluently: Students should be able to read with accuracy and fluency to support comprehension (RF.1.4).

Responding to Texts Orally and in Writing

Children in grade 1 should engage in a range of collaborative discussions (one-on-one, small-group, and teacher-led), enabling them to ask questions to check their understanding and to stay on topic while explaining their own understanding in light of the discussion (SL.1.1). Students should be given regular opportunities to describe people, places, things, and events about which they read and learn (SL.1.4–6).

Students are also expected to produce three key types of written expression: opinion, informational/explanatory, and narrative writing. An equal balance of opportunities to participate in all

three types of writing, either as part of a group effort or as an individual, is encouraged. Students write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, and supply reasons that support the opinion; they write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement section; and they write narratives in which they recount two or more appropriately sequenced events (W.1.1–3).

At the grade 1 level, writing may take the form of independent attempts at conventional spelling and structure and may make use of a combination of drawing and writing to communicate. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three purposes in writing, is necessary to encourage and support increasing independence at this level.

Writing opportunities. For grade 1 students, writing may include shared or collaborative writing in which children dictate their knowledge and ideas about a topic under discussion. Their comments are then written down by the teacher in a form (chart, chalkboard, whiteboard, etc.) that serves as a model/demonstration of written communication and is readily seen by all. For many students, this shared experience serves as a bridge to independent writing. In addition, grade 1 students should have daily opportunities to write on their own as they move through the early stages of writing development. This includes writing to prompts or text-dependent questions, as well as generating their own ideas for writing (e.g., journal writing). While some students may enter school able to write full-length and coherent sentences, others may still be grappling with conventions such as appropriate spacing between words and writing in sentences to communicate their ideas. There will be a diversity of skill in spelling as well, with some students spelling conventionally and others using approximated (phonetic) spellings of words, or both. Grade 1 writing may include sketching and labeling, as well as writing multiple-sentence texts. As students' skills increase, their writing should reveal a growing knowledge of sight words (words that they know how to spell correctly) as well as the application of phonetic principles to less-familiar words. In addition, students continue developing an awareness of the writing process and various purposes for meaningful writing. Daily shared, collaborative, and independent writing experiences nurture students' development as writers.

At least two analyses (opinion or informative/explanatory) per module. All analytic writing should put a premium on using details from the text (RL/RI.1.1), as well as on crafting works that display some logical integration and coherence (W.1.1–2 and L.1.1–3). These responses can vary in length, based on the questions asked and tasks performed, from answering brief questions to crafting longer responses, both collaboratively and independently. With guidance and support from adults over the course of a year, students should have opportunities to participate in inquiry projects in which they recall information from experiences or gather information from provided sources to answer a question (W.1.8).

One or two narratives per module. Narrative writing offers grade 1 students opportunities to recount appropriately sequenced events, include details describing what happened, use temporal words to signal event order, and provide a sense of closure (W.1.3 and L.1.1–2).

Shared Research Project

Each module should include the opportunity for students to engage collaboratively in an extended project that uses inquiry-based research strategies to address a significant topic of interest. This task should entail

engaging in first-hand and text-based related experiences, gathering and discussing information, and participating in group interactive writing activities in which they dictate their knowledge and understanding to produce brief notes on what was learned (W.1.7–8). Through teacher modeling and student participation, students learn to integrate knowledge about a topic drawn from the texts used in the module and other related experiences. They learn to sort evidence into categories provided for them and to share what they learn individually and collaboratively in a variety of ways, including speaking and writing.

For Reading, Writing, and Speaking and Listening in Each Module

In each module, students are expected to take a close look at the texts that they encounter, through the lenses of the following skills rooted in the standards.

Cite evidence. A goal of close, analytic reading is to be able to ask and answer questions using details from the text to support assertions. In grade 1, students should ask and answer questions about key details in a text, without the same level of prompting and support called for in kindergarten (RL/RI.1.1).

Analyze content. The content of each text should determine which standards (RL/RI.1.2–9 and SL.1.2–3) to target, allowing teachers to focus instruction and ensure that all of the standards have been taught by the end of the year.

Study and apply vocabulary. To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given five to ten Tier 2 academic words per week taken from texts read and discussed (L.1.4–6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Study and apply grammar. While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.1.1–3.

A Brief Guide to Providing Effective, Standards-Aligned ELA/Literacy Learning Opportunities for Young Children in Grade 1

Following are some key ideas and understandings that will help guide the use of the Model Content Framework for grade 1. They are meant to provide a lens for planning an effective teaching and learning environment and to support the overall curriculum.

Language and Literacy Development and the Young Child

- Language and literacy development starts early in life and is highly correlated with overall school achievement.
- Oral language is the foundation for literacy development.
- Early literacy predictors include oral language, the alphabetic code, and knowledge about print.
- The K–2 years are critical in both building upon what children bring to the learning environment and supporting areas of need.

- All domains of a child’s development—physical, social-emotional, cognitive, language, and literacy—are interrelated and interdependent.
- Background knowledge about the world is a key element in children’s comprehension of what they read and what is read to them.
- Children’s experiences with books and print greatly influence their ability to comprehend what is read to them and what they read independently.
- Storybook reading, both at home and at school, has a special role in young children’s language and literacy development.
- Language and literacy learning is nurtured by responsive adults.
- Language and literacy learning is deeply rooted in a child’s cultural surroundings and family communications patterns.
- Children are active participants in the processes of language and literacy development.

Effective, Standards-Aligned ELA/Literacy Learning Opportunities for Young Children

- *An integrated model of literacy, including an effective use of multiple and broader modes of representation, expression, and engagement.* Teachers can connect to, reinforce, and deepen young learners’ listening, speaking, reading, and writing development and better support diverse learners’ access to instruction through use of active, hands-on, multidimensional, multimodal learning; **decontextualized paper/pencil activities should not dominate daily instruction.** The language arts—listening, speaking, reading, and writing—should be integrated with each other and across the curriculum. Students are asked to read and/or listen to texts read aloud and respond critically through discussion and in writing. Response may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers.
- *A focus on inquiry-based instruction.* Both the CCSS for ELA/literacy—listening, speaking, reading, and writing—and the content goals related to topics under study should be integrated. Virtually every instructional strategy included should lend itself to this goal. For example, shared writing and reading can focus on the topic of how plants grow or the neighborhood in which students live. Children learn about their world as they engage in guided oral and written communication and are provided with systematic experiences and hands-on, concrete opportunities to systematically explore Big Ideas and/or Essential Questions to acquire content knowledge. Content of interest and importance is used to promote critical thinking, problem solving, and collaboration. Strategies for teaching and learning should extend to all aspects of the grade 1 curriculum—including mathematics, science, fine arts, world languages, physical education, and health—in ways that are relevant and appropriate.
- *Use of instructional scaffolding with prompting and support—a dynamic process.* The use of scaffolding, particularly when introducing new genres and organizational structures, is greatly enhanced when teachers provide prompting and support where needed. Scaffolding involves (1) teacher modeling of desired language and literacy processes; (2) opportunities for teachers and students to engage in the same processes collaboratively with prompting and support; and (3) opportunities for students to engage in the processes independently, with prompting and support

where needed. In grade 1, prompting and support involve the use of questioning, offering suggestions for ideas and language use, and reminding students about previously discussed and demonstrated strategies.

Using Formative Assessments to Differentiate Instruction and Provide Needed Intervention and Prevention

Formative assessments are designed to gauge progress in meeting the expectations outlined in the standards and are used to guide curricular and instructional decisions. Formative assessments are embedded in instruction; children are generally not aware that they are being assessed as the teacher and students interact in a normal fashion. Prompting and support strategies are fundamental tools for assessing and nurturing student development at the point of need during instruction.

The amount and duration of support needed is an excellent barometer for making decisions regarding differentiated instruction.

Formative assessment opportunities that are more formal provide teachers with the following types of information about student progress relative to the standards:

1. *The child in relationship to him/herself.* How is each child progressing, as an individual, over time?
2. *The child in relation to the group.* How is each child progressing relative to others in the group?
3. *The overall progress of the group.* In what areas or specific standards are most children doing well? What areas or specific strategies require more attention? In what ways might the instructional strategies currently in use be altered, or might other approaches and strategies be substituted to improve learning?

Addressing the Needs of Learners with Special Needs: Prevention and Intervention

Collecting, analyzing, and making use of formative assessments with *all* children helps to inform and address special needs and circumstances. This is especially important during the early years, when prevention and intervention are crucial. Behaviors that might indicate physical problems, such as vision and hearing, or other problems, such as an inability to focus attention, as well as behaviors indicating that a child is functioning at an exceptionally advanced level, need to be documented and addressed. Documentation, together with research-based and/or evidence-based intervention or extensions at the classroom level, is a critical first step and serves to inform any referrals that might be made to specialists for consideration, should student behaviors and/or performances indicate that additional assessment may be prudent.

Addressing the Needs of English Language Learners

All of the points made in the preceding “Language and Literacy Development and the Young Child” section are applicable to English language learners (ELLs) and must be taken into consideration. In addition, teachers should keep in mind that:

- ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of English language proficiency level, all ELLs need access to challenging, grade-appropriate curriculum, instruction, and assessment.
- Like all learners, ELLs vary widely in their range of abilities and background knowledge. ELL status, by definition, is temporary and transitional in nature.

- Classroom environments that are designed to reflect a respect for diverse cultures best support language development for all students.
- Gestures, pictures, and real-life objects help to support ELLs' understanding during read-aloud activities and discussions about topics under study; scaffolding and other tiered supports should maintain the expectations of the standards and the literacy tasks; and oversimplification of text to which ELLs are exposed reduces ELLs' opportunity to participate in the curriculum.
- Vocabulary instruction, especially that of academic vocabulary, may need special and increased emphasis, since these high-frequency words impact all areas of the curriculum and may be less familiar to ELLs.

Writing Standards Progression from Kindergarten to Grade 1

Specific changes in the Writing Standards from kindergarten to grade 1 are evident in the following chart.

Kindergarten, Standard 1 (W.K.1)	Grade 1, Standard 1 (W.1.1)
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Kindergarten, Standard 2 (W.K.2)	Grade 1, Standard 2 (W.1.2)
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Kindergarten, Standard 3 (W.K.3)	Grade 1, Standard 3 (W.1.3)
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Kindergarten, Standard 4	Grade 1, Standard 4
(Begins in grade 3)	(Begins in grade 3)
Kindergarten, Standard 5 (W.K.5)	Grade 1, Standard 5 (W.1.5)
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Kindergarten, Standard 6 (W.K.6)	Grade 1, Standard 6 (W.1.6)
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Kindergarten, Standard 7 (W.K.7)	Grade 1, Standard 7 (W.2.7)
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
Kindergarten, Standard 8 (W.K.8)	Grade 1, Standard 8 (W.1.8)
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Kindergarten, Standard 9	Grade 1, Standard 9
(Begins in grade 4)	(Begins in grade 4)
Kindergarten, Standard 10	Grade 1, Standard 10
(Begins in grade 3)	(Begins in grade 3)

Speaking and Listening Standards Progression from Kindergarten to Grade 1

Specific changes in the Speaking and Listening Standards from kindergarten to grade 1 are evident in the following chart.

Kindergarten, Standard 1 (SL.K.1)	Grade 1, Standard 1 (SL.1.1)
<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
Kindergarten, Standard 2 (SL.K.2)	Grade 1, Standard 2 (SL.1.2)
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Kindergarten, Standard 3 (SL.K.3)	Grade 1, Standard 3 (SL.1.3)
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Kindergarten, Standard 4 (SL.K.4)	Grade 1, Standard 4 (SL.1.4)
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Kindergarten, Standard 5 (SL.K.5)	Grade 1, Standard 5 (SL.1.5)
Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Grade 1, Standard 6 (SL.K.6)	Grade 1, Standard 6 (SL.1.6)
Speak audibly and express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 2

Overview

The PARCC K–2 Model Content Frameworks are designed to help:

- guide the development of diagnostic tools and formative tasks that align to the CCSS and vertically align to the PARCC Assessment System;
- support the implementation of the CCSS;
- address areas of emphasis that develop college and career readiness in early grades; and
- inform the development of item specifications and blueprints for the PARCC diagnostic and/or formative assessments in grades K–2.

They serve as a supportive structure for linking the CCSS and the PARCC non-summative tools and as a voluntary resource for those responsible for the development and implementation of instruction and curriculum.

The K–2 Model Content Frameworks focus on early literacy development, both as a cohesive period of learning and teaching and as part of a continuum of development extending through grades 3–11.

More information about the development of the K–2 Model Content Frameworks and suggestions for their use can be found on PARCC's [website](#).

Narrative Summary of ELA/Literacy Standards for Grade 2

The Grade 2 Standards for Reading Literature and Informational Texts call for students to proficiently read grade-appropriate text in the grade 2–3 complexity band. Students are expected to read and respond to texts by asking and answering such questions as “who,” “what,” “when,” “where,” “why,” and “how” in order to demonstrate their understanding of key details in a text (RL/RI.2.1). They analyze texts to describe how characters respond to major events and challenges and to acknowledge differences in points of view (RL.2.3, RL.2.6). They compare and contrast two or more versions of the same story and the most important points presented by two texts on the same topic (RL/RI.2.9). They determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area (RI.2.4). The [Standards for Reading Literature](#) (RL.2.1–10) and [Standards for Reading Informational Text](#) (RI.2.1–10) offer detailed expectations for grade 2.

Students in grade 2 are expected to make steady progress toward mastery of the decoding skills described in the Standards for Reading: Foundational Skills. Emphasis is placed on helping students to apply these skills in order to comprehend what they read and to engage in the process of communication through writing. Students use their emerging skills to apply grade-level phonics and word analysis to decode words (RF.2.3). They read with sufficient accuracy and fluency to support comprehension (RF.2.4). The [Standards for Reading: Foundational Skills](#) (RF.2.1–4) offer detailed expectations for grade 2.

The entire spectrum of ELA/literacy is integrated and supported as grade 2 students participate in collaborative discussions about topics and texts under study in the ways elaborated in the Standards for

Speaking and Listening (SL.2.1). They learn to follow agreed-upon rules for discussion. They ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, and deepen understanding (SL.2.3). The [Standards for Speaking and Listening](#) (SL.2.1–6) offer detailed expectations for grade 2.

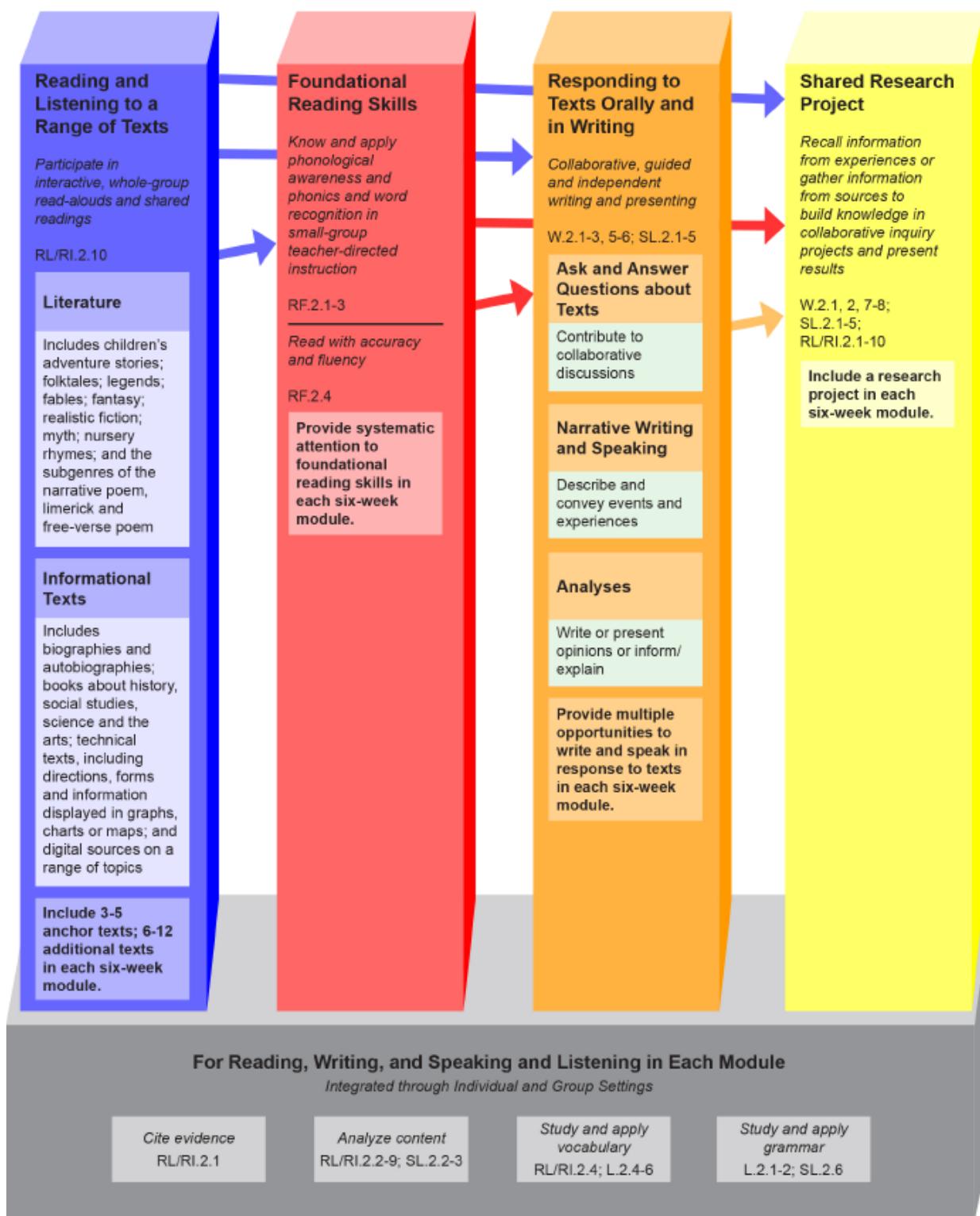
The Writing Standards offer a focus for instruction in writing to help ensure that students gain adequate mastery of several key skills and applications, ranging from vocabulary and syntax to the development and organization of ideas. Grade 2 students are expected to write opinion pieces in which they introduce a book or topic, state an opinion, and supply reasons to support their opinion (W.2.1). They write both informative/explanatory texts and narratives (W.2.2–3). The [Standards for Writing](#) (W.2.1–8) offer detailed expectations for grade 2.

The grade 2 Language Standards call for students to use their knowledge of language and its conventions when writing, speaking, reading, or listening (L.2.3). Students determine the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content (L.2.4). As with reading and writing, attention to vocabulary development includes the acquisition of basic words used in everyday speech and academic language that transcends specific topics and supports the general ability to communicate, as well as content-specific words that support background knowledge learned through content under study, including inquiry projects. The [Standards for Language](#) (L.2.1–6) offer detailed expectations for grade 2.

Model Content Framework Chart for Grade 2¹⁵

¹⁵ Module timeframes may vary based on the questions worth answering that govern the modules' Big Ideas/Essential Questions/topics/themes, student interest, and availability of material.

Model Content Framework Chart for a Six-Week Module



Key Terms and Concepts for Grade 2 ELA/Literacy Model Content Framework Chart

Reading and Listening to a Range of Texts

Exposing students to grade-level complex texts is a key element of each module. Measures of complexity include the levels of meaning contained in a text, its structure, the level at which the conventions of language are used, and the knowledge demands placed on the reader. At grade 2, exposure to texts of grade-level complexity includes: (1) listening and responding to texts read aloud, which generally involves various forms of response, including discussion and writing; (2) collaborative/interactive reading experiences that may involve the use of enlarged texts or charts that allow students to observe the text as it is being read aloud to them and to engage in an interactive manner throughout; (3) teacher-directed reading, which involves teacher-led, focused instruction of small groups; (4) independent reading, which includes self-regulated reading experiences with texts by individuals or partners as well as texts recommended by teachers; and (5) writing, demonstrated by increasing capability to form words and sentences and express ideas through written communication.

Modules are intended to reflect a range of text types and genres with which students are expected to engage or read independently in ELA, science, social studies, mathematics, the arts, health, physical education, and so on. The selection of texts should be determined by their intended use and should include a variety of formats, for example, enlarged texts used for collaborative reading activities, picture books, and chapter books, as well as books containing short stories and informational texts. Charts and other forms of graphics represent additional forms of text with which children should become familiar. The CCSS suggest selection from the range of genres listed below for K–2:

- *Literature* includes age-appropriate adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, drama, nursery rhymes, narrative poems, limericks, and free verse. Special attention should be given to similar standards and skills across multiple genres (CCSS, p. 31).
- *Informational texts* include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics written for a broad audience. Special attention should be given to texts that support content under study (CCSS, p. 31).

An anchor text is a text used repeatedly (over the course of a unit of instruction) to demonstrate and model reading skills and strategies; this text may also be used to allow students to explore Big Ideas and/or Essential Questions to acquire content knowledge. At the grade 2 level, an anchor text may be a chapter book read aloud to students over a period of time, a comprehensive informational book that is focused on a topic under study, or a pair of theme-related books (text set) that are read and revisited as a resource for inquiry-related activities. Anchor texts should be aligned with the complexity and range specifications of the standards. As with shorter texts, students are expected to perform a close, analytic listening/reading of the extended text; compare and synthesize ideas across other related texts; conduct text-focused discussions; and produce, ***both collaboratively and independently***, written work aligned

with the standards. (A combination of collaborative and independent work should be included and should involve approximately one or two weeks of concentrated focus on a single text or text set.)

Three to five anchor texts: The anchor text must be rich enough in content, language, and organizational structure to allow for demonstration of multiple standards for the given grade level. By reading and revisiting the same text, the students “lock in” and develop securely held understanding of not only the anchor text, but also how to read and understand texts similar to the anchor text. With rereading of the anchor texts, students acquire vocabulary and learn to see patterns of language that appear in the chosen anchor texts. Over the course of the academic year, by varying the anchor text types used for instruction, teachers allow students to gain understandings of genre, text structures, and language conventions, and thus are able to meet the demands of RL/RI.2.10, which speak to the range of reading and level of text complexity at this level.

Six to twelve additional texts from across the curriculum: Selections would include short texts from across the curriculum, of grade-appropriate complexity for close reading, that should allow students to actively engage in group and independent reading activities with purpose and understanding. Coherence within the curriculum as a whole can be supported by the selection of additional texts that complement the anchor texts, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend topics under study. Texts should be distributed across the six-week estimated time for each module.

Foundational Reading Skills

In each module, foundational reading skills may be taught directly within a research-based, grade-appropriate program. However, students are expected to go beyond a knowledge of the skills to demonstrate grade-appropriate application of the skills in their attempts to construct meaning with texts, not as a precursor to participation. Grade 2 students are expected to use the foundational reading skills to engage in standards-aligned literacy activities across the curriculum (e.g., literature, science, social studies, mathematics, the arts, physical education).

Students are expected to apply the following word recognition skills in order to comprehend texts and read with fluency, as stated in the following standards:

Phonics and word recognition. Students should know and apply grade-level phonics and word analysis skills in decoding words (RF.2.3).

Read fluently. Students should read with sufficient accuracy and fluency to support comprehension texts sufficiently (RF.2.4).

Responding to Texts Orally and in Writing

Grade 2 students should engage in a range of collaborative discussions (one-on-one, small-group, and teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion (SL.2.1). Regularly, students should tell a story, recount an experience, or report on a topic or text (SL.2.4–6).

The key types of written expression in which children at grade 2 are expected to engage include opinion, informational/explanatory, and narrative writing. An equal balance of opportunities to participate in all

three types of writing, either as part of a group effort or as an individual, is encouraged. Students write opinion pieces in which they introduce a topic or book they are writing about, state an opinion, and supply reasons that support the opinion; they write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement section; and they write narratives in which they recount a well-elaborated event or short sequence of events (W.2.1–3).

Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three purposes for writing, is necessary to encourage and support increasing independence at this level.

Writing opportunities. For grade 2 students, writing may include shared or collaborative writing in which teachers model (write aloud/think aloud) how to incorporate student ideas about a topic under discussion. Comments and observations are written down by the teacher in a form (chart, chalkboard, whiteboard, etc.) that serves as a model/demonstration of written communication and is readily seen by all. For many students, this shared experience serves as a bridge to independent writing. In addition, grade 2 students should have daily opportunities to write on their own as they move through later stages of writing development. This includes writing to prompts or text-dependent questions as well as generating their own ideas for writing (e.g., journal writing). While some students may be writing in complex sentences, others may still be writing in simple sentences to communicate their ideas. There will be a diversity of skill in spelling. Students automatically spell many words and attempt to spell more difficult words by applying phonetic principles and using resources such as word walls or asking for help from a peer or adult.

At least two analyses (opinion or informative/explanatory) per module. In their writing, students should be able to ask and answer questions such as “who,” “what,” “where,” “when,” “why,” and how to demonstrate understanding of key details in a text (RL/RI.2.1), as well as to craft works that display some logical integration and coherence (W.2.1–2 and L.2.1–3). These responses can vary in length, based on the questions asked and tasks performed, from answering brief questions to crafting longer responses, both collaboratively and independently. With guidance and support from adults over the course of a year, students should have opportunities to participate in inquiry projects in which they recall information from experiences or gather information from provided sources to answer a question (W.2.8).

Two or three narratives per module. Narrative writing offers grade 2 students opportunities to recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure (W.2.3 and L.2.1–3).

Shared Research Project

Each module should include the opportunity for students to participate collaboratively in an extended project that uses inquiry-based research strategies to address a significant topic of interest and importance. This task should entail the integration of knowledge about the topic, supported by texts used in the module and by first-hand experiences related to the topic under study (W.2.7–8). With guidance and support, students gather and share information. They may record what they learn individually or in small groups. They share what they have learned by dictating their ideas to produce a set of brief notes recorded by an adult. Notes may be sorted as evidence into provided categories. Students can present their findings individually or collaboratively in a variety of modes, including speaking and writing.

For Reading, Writing, and Speaking and Listening in Each Module

In each module, students are expected to take a close look at the texts that they encounter, through the lenses of the following skills rooted in the standards.

Cite evidence. A goal of close, analytic reading is to be able to ask and answer questions using details from the text to support assertions. In grade 2, students should ask and answer questions such as “who,” “what,” “where,” “when,” “why,” and “how” to demonstrate understanding of key details in a text (RL.RI.2.1).

Analyze content. The content of each text should determine which standards (RL.RI.2.2–9 and SL.2.2–3) to target, allowing teachers to focus instruction and ensure that all of the standards have been taught by the end of the year.

Study and apply vocabulary. To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given five to ten Tier 2 academic words per week taken from texts read and discussed (L.2.4–6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s) and use the words effectively when writing and speaking.

Study and apply grammar. While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.2.1–3.

A Brief Guide to Providing Effective, Standards-Aligned ELA/Literacy Learning Opportunities for Young Children in Grade 2

Following are some key ideas and understandings that will help guide the use of the Model Content Framework for grade 2. They are meant to provide a lens for planning an effective teaching and learning environment and to support the overall curriculum.

Language and Literacy Development and the Young Child

- Language and literacy development starts early in life and is highly correlated with overall school achievement.
- Oral language is the foundation for literacy development.
- Early literacy predictors include oral language, the alphabetic code, and knowledge about print.
- The K–2 years are ***critical*** in both building upon what children bring to the learning environment and supporting areas of need.
- All domains of a child’s development—physical, social-emotional, cognitive, language, and literacy—are interrelated and interdependent.
- Background knowledge about the world is key element in children’s comprehension of what they read and what is read to them.
- Children’s experiences with books and print greatly influence their ability to comprehend what is read to them and what they read independently.

- Storybook reading, both at home and at school, has a special role in young children's language and literacy development.
- Language and literacy learning is nurtured by responsive adults.
- Language and literacy learning is deeply rooted in a child's cultural surroundings and family communications patterns.
- Children are active participants in the processes of language and literacy development.

Effective, Standards-Aligned ELA/Literacy Learning Opportunities for Young Children

- *An integrated model of literacy including an effective use of multiple and broader modes of representation, expression, and engagement.* The language arts—listening, speaking, reading, and writing—should be integrated with each other and across the curriculum. Students are asked to read and/or listen to texts read aloud and respond critically through discussion and in writing. Response may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. Teachers can connect to, reinforce, and deepen young learners' listening, speaking, reading, and writing development and better support diverse learners' access to instruction through use of active, hands-on, multidimensional, multimodal learning; **decontextualized paper/pencil activities should not dominate daily instruction.**
- *A focus on inquiry-based instruction.* Both the CCSS for ELA/literacy—listening, speaking, reading, and writing—and the content goals related to topics under study should be integrated. Virtually every instructional strategy included should lend itself to this goal. For example, shared writing and reading can focus on the topic of how plants grow or the community in which students live. Children learn about their world as they engage in guided oral and written communication and are provided with systematic experiences and hands-on, concrete opportunities to systematically explore Big Ideas and/or Essential Questions to acquire content knowledge. Content of interest and importance is used to promote critical thinking, problem solving, and collaboration. Strategies for teaching and learning should extend to all aspects of the grade 2 curriculum—including mathematics, science, fine arts, world languages, physical education, and health—in ways that are relevant and appropriate.
- *Use of instructional scaffolding with prompting and support—a dynamic process.* Teachers make use of scaffolding, which involves (1) teacher modeling of desired language and literacy processes; (2) opportunities for teachers and students to engage in the same processes collaboratively with prompting and support; and (3) opportunities for students to engage in the processes independently with prompting and support where needed.

Using Formative Assessments to Differentiate Instruction and Provide Needed Intervention and Prevention

Formative assessments are designed to gauge progress in meeting the expectations outlined in the standards and are used to guide curricular and instructional decisions. Formative assessments are embedded in instruction; children are generally not aware that they are being assessed as the teacher

and students interact in a normal fashion. Prompting and support strategies are fundamental tools for assessing and nurturing student development at the point of need during instruction.

The amount and duration of support needed is an excellent barometer for making decisions regarding differentiated instruction.

Formative assessment opportunities that are more formal provide teachers with the following types of information about student progress relative to the standards:

1. *The child in relationship to him/herself.* How is each child progressing, as an individual, over time?
2. *The child in relation to the group.* How is each child progressing relative to others in the group?
3. *The overall progress of the group.* In what areas or specific standards are most children doing well? What areas or specific strategies require more attention? In what ways might the instructional strategies currently in use be altered, or might other approaches and strategies be substituted to improve learning?

Addressing the Needs of Learners with Special Needs: Prevention and Intervention

Collecting, analyzing, and making use of formative assessments with **all** children helps to inform and address special needs and circumstances. This is especially important during the early years, when prevention and intervention are crucial. Behaviors that might indicate physical problems, such as vision and hearing, or other problems, such as an inability to focus attention, as well as behaviors indicating that a child is functioning at an exceptionally advanced level, need to be documented and addressed. Documentation, together with research-based and/or evidence-based intervention or extensions at the classroom level, is a critical first step and serves to inform any referrals that might be made to specialists for consideration, should student behaviors and/or performances indicate that additional assessment may be prudent.

Addressing the Needs of English Language Learners

All of the points made in the preceding “Language and Literacy Development and the Young Child” section are applicable to English language learners (ELLs) and must be taken into consideration. In addition, teachers should keep in mind that:

- ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of English language proficiency level, all ELLs need access to challenging, grade-appropriate curriculum, instruction, and assessment.
- Like all learners, ELLs vary widely in their range of abilities and background knowledge. ELL status, by definition, is temporary and transitional in nature.
- Classroom environments that are designed to reflect a respect for diverse cultures best support language development for all students.
- Gestures, pictures, and real-life objects help to support ELLs understanding during read-aloud activities and discussions about topics under study; scaffolding and other tiered supports should maintain the expectations of the standards and the literacy tasks; and oversimplification of text to which ELLs are exposed reduces ELLs’ opportunity to participate in the curriculum.

- Vocabulary instruction, especially that of academic vocabulary, may need special and increased emphasis, since these high-frequency words impact all areas of the curriculum and may be less familiar to ELLs.

Writing Standards Progression from Grade 1 to Grade 2

Specific changes in the Writing Standards from grade 1 to grade 2 are evident in the following chart.

Grade 1, Standard 1 (W.1.1)	Grade 2, Standard 1 (W.2.1)
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Grade 1, Standard 2 (W.1.2)	Grade 2, Standard 2 (W.2.2)
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Grade 1, Standard 3 (W.1.3)	Grade 2, Standard 3 (W.2.3)
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Grade 1, Standard 4	Grade 2, Standard 4
(Begins in grade 3)	(Begins in grade 3)
Grade 1, Standard 5 (W.1.5)	Grade 2, Standard 5 (W.2.5)
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Grade 1, Standard 6 (W.1.6)	Grade 2, Standard 6 (W.2.6)
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Grade 1, Standard 7 (W.1.7)	Grade 2, Standard 7 (W.2.7)
Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Grade 1, Standard 8 (W.1.8)	Grade 2, Standard 8 (W.2.8)
With guidance and support from adults, recall	Recall information from experiences or gather

information from experiences or gather information from provided sources to answer a question.	information from provided sources to answer a question.
Grade 1, Standard 9 (Begins in grade 4)	Grade 2, Standard 9 (Begins in grade 4)
Grade 1, Standard 10 (Begins in grade 3)	Grade 2, Standard 10 (Begins in grade 3)

Speaking and Listening Standards Progression from Grade 1 to Grade 2

Specific changes in the Speaking and Listening Standards from grade 1 to grade 2 are evident in the following chart.

Grade 1, Standard 1 (SL.1.1)	Grade 2, Standard 1 (SL.2.1)
<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
Grade 1, Standard 2 (SL.1.2)	Grade 2, Standard 2 (SL.2.2)
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Grade 1, Standard 3 (SL.1.3)	Grade 2, Standard 3 (SL.2.3)
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Grade 1, Standard 4 (SL.1.4)	Grade 2, Standard 4 (SL.2.4)
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Grade 1, Standard 5 (SL.1.5)	Grade 2, Standard 5 (SL.2.5)
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Grade 1, Standard 6 (SL.1.6)	Grade 2, Standard 6 (SL.2.6)
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26–27 for specific expectations.)